**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: Topic 7-1 Adding and Subtracting Like Denominators** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | fraction, numerator, denominator, like denominators, unlike denominators |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *MINI MATH REVIEW*  1. 90 x 2  2. What is the opposite of -17?  3. You purchased a CD for $17.95 and paid with a $20 bill. About how much change will you receive?  4. How many centimeters are in 275 meters?  5. Using pictures, show 20 divided by 5.  6. 5 + 12 x 3 – 4   * Daily Spiral Review 7.1 * Problem of the Day 7.1 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Vocabulary: fraction, numerator, denominator, like denominators, unlike denominators   * Begin by writing the following fractions on the board: 3/7 5/7 and 2/8 * Ask students to brainstorm with a partner the similarities/difference they notice about these fractions. (Possible responses: 3/7 is less than half, 5/7 is more than half; 3/7 and 5/7 have the same number on the bottom; 2/8 has a different denominator; etc.) * Students share responses as a class. List on board. * Use student responses as a starting point to introduce vocabulary words: fraction, numerator, denominator, like denominators and unlike denominators. * In student math journals, students will create a Frayer model for the vocabulary word *like denominators*. Complete as a class, pointing out examples and non-examples of pairs. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Materials: 1 original size Hershey candy bar (for small group of 3-4); Math Journals   * Students begin by breaking the candy bar in half. Have them write the fractions that represent the pieces (1/2 and 1/2). * As a class, discuss that these two fractions have like denominators (2 and 2). When adding fractions with like denominators, you add the numerators and write the sum over the like denominator. In this case, two halves (2/2). * Break each half again and practice addition and subtraction with the like denominator of 4. Students can record the fractions they see and the problems they solve in their math journals. * Repeat by breaking all pieces and practicing with the like denominator of 12.   Check for Understanding: Monitor the students by moving around the room and checking math journals. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   * Have students draw a number line in their math journals and mark with tenths. Model on document camera. (Reference p. 162B in Teacher Edition 7.1) * Using this representation, model using a number line to solve addition and subtraction problems. See Guided Practice 7.1 (p. 162) * Remind struggling students that denominators do not change. When adding or subtracting, the numerators are added and subtracted, but like denominators stay the same. * Use problems from Independent Practice 7.1 (p. 163) for additional problems or fast finishers. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   * Students will complete Independent Practice (p. 163 #7-22 in their Math Journals. * If time allows, choose 4-5 problems to check and go over at the end of class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| * Assign Quick Check 7.1 as quiz at end of class or beginning of next class. * Independent Practice questions. * Leveled Homework. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
| See Leveled Homework (Reteaching, Practice, Enrichment). | |